DOCUMENT RESUME

ED 211 834 CE 031 173

TITLE	C.U.B.E. Program Administration Materials.
INSTITUTION	Monroe County Community Schools Corp., Bloomington, Ind.; Vincennes Univ., Ind.
SPONS AGENCY	Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Office of Education (DHEW), Washington, D.C.
PUB DATE	[79]
NOTE	66p.; For related documents see CE 030 751, CE 031 167-168 and CE 031 170-172.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Achievement Tests; Administrator Guides; *Adult Basic Education; Guidelines; Instructional Materials; *Instructional Systems; *Program Administration; *Recordkeeping; Records (Forms); School Holding Power; School Orientation
IDENTIFIERS	Adult Basic Learning Examination; *CUBE System; Curriculum Management; General Educational Development Tests

ABSTRACT

This manual consists of forms and guidelines for use in administering the adult basic education teaching/learning management system called CUBE (Continuity and Unity in Basic Education). Provided in the manual are a variety of orientation forms, including daily attendance records, enrollment forms, publication release forms, and fact sheets on the General Educational Development (GED) test and adult learning centers. Forms are supplied for reporting enrollment and student performance. Described next is a system of maintaining program records. Guidelines, forms, illustrations, and publicity material are included for use in student retention/recruitment efforts. Following a brief description of books dealing with the GED test, the Adult Basic Learning Examination (ABLE) is described and evaluated. Also listed are prices of selected instructional materials and publishing company addresses. (A project report outlining the development of the CUBE system as well as the system's instructional materials and manuals are available separately--see note.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED211834

CE031173

ED211834

PROGRAM ADMINISTRATION MATERIALS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Zeiler

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CE031173

C.U B.E.

PROGRAM ADMINISTRATION MATERIALS

CONTENTS

		Pages
1.	Orientation materials--Goal I	OM-1 - 8
2.	Reporting forms	R-1 - 7
3.	Record keeping	RK-1 - 5
4.	Student retention	R-1 - 14
5.	Pre-GED	GED - 1
6.	Professional Readings	PR-1 - 6
7.	Materials list	M1-1 - 4

DAILY ATTENDANCE RECORD

Date _____ Instructor _____

Location _____

Entered on Monthly Record by:

_____

Date _____

NAME	TIME (Mark times in and out of class to the nearest 15 minutes) A.M. NOON P.M.	TOTAL "IN"
1	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
2	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
3	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
4	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
5	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
6	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
7	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
8	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
9	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
10	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
11	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
12	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
13	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
14	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
15	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
16	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
17	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
18	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
19	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	
20	8...9...10...11...12...1...2...3...4...5...6...7...8...9...10...11	

OM-1

Number of Students Attending _____ Total Contact Time _____

ADULT BASIC EDUCATION ENROLLMENT FORM

Date Started_____

Instructor_____ Location_____

1. Print Name_____
(Last Name) (First Name) (Middle Name)

2. Signature_____

3. Street Address_____

4. City_____ State_____ Zip Code_____

5. Phone Number_____ Male_____ Female_____

6. Are you a member of any minority race or ethnic group?

American Indian_____

Negro/Black_____

Asian-American_____

Spanish-Surnamed_____

Other_____

7. Place of Employment_____ Work Phone_____

8. Last School Attended_____ Last Grade Completed_____

9. Age_____ Birthdate_____

10. How did you find out about the program?_____

_____

_____

11. Are you a veteran?_____ Branch_____

from_____ to_____

12. What is your purpose in continuing your education? Check those that apply.

_____Improve basic skills in math, reading, English.

_____Learn English as a second language.

_____Change to a better job.

_____Seek employment

_____Attend college or training program.

_____Attain G.E.D. for personal satisfaction.

_____Other_____.

I _____ give

_____
Name of School Corporation

my permission to release my name for publication concerning participation in Adult Basic Education classes and completion of the General Education Development exam (GED). I understand this does not include publication of grades and GED scores.

I also give permission to Monroe County Community School to release information concerning class participation and GED scores to potential employers and institutes of higher education as I so designate.

Date_____

Signature_____

ADULT LEARNING CENTER INFORMATION

INSTRUCTORS:

Sandy Bender	Denise Hill
Eileen Crain	Patsy Quinn
Sherry Dick	Jean Rhoads
Susan Greer	Connie Wilson, aide
Diana Lamb	Donna Bell, aide

Welcome to the Learning Center. We hope your experience here will be a good and profitable one. There are a few things we would like you to know about the Learning Center.

Smoking is NOT permitted in any rooms, in the hallways or in the restroom. Smoking is permitted outside only. This rule is established according to Fire Department regulations. If smoking regulations are not observed, then it will become necessary to prohibit smoking completely. We hope this does not happen.

Day Students Only-Please park in Fairview Church parking lot across the street from the school on 7th Street.

Soft drinks are available in the storage room next to the boy's rest-room. Soft drinks are 35 cents. Please do not leave soft drink cans in other rooms or on the tables. Please place empty cans in the wastebaskets. Coffee is in the room. Coffee donations are welcomed.

The Learning Center will be opened everyday that the MCCSC schools are open. The Learning Center will be closed on any days the MCCSC schools are closed. School closings will be announced on WTTS, WBWB and WFIU radio. Adult Education classes will not be announced separately from other MCCSC schools and classes. Listen to your radio if the weather is bad; do not call either the school or the teachers.

In the Learning Center, you may come at any time during the reguarly scheduled hours and you may sit anywhere you wish. One of your teachers will spend time with you each time you come to class. If you need the teacher's assistance at any time, do not hesitate to ask. Your teachers are very interested in seeing that you have all your questions answered and that you enjoy being in class.

You will correct most of your own papers. After you correct a test show it to a teacher, so the teacher can give you another book. Answer keys are located around the room. If you cannot find one, ask your teacher. Please return all answer keys after you finish with them--particularly math and Cambridge book answer keys. You will be given a math book first. You will rarely take home more than two books at a time. With 500 students in the program, we do not have enough books for everyone to take all their books home after each class session. It is important that all books be returned to the center when you no longer need them. Please DO NOT WRITE IN ANY BOOKS, unless your teachers direct you to do so.

Free magazines and coupons are located in the room. Please return magazines when you are finished with them. Your contributions to the coupon center will be appreciated.

If you find for some reason you are unable to continue in your class, please call us at 336-6831 so that we can better serve the needs of our future students.

If you take your GED test please come in or call us with your GED scores. This information is requested so that we can have an accurate record of our GED graduates.

Happy learning and thank you for coming to MCCSC Adult Basic Education Classes.

GENERAL EDUCATIONAL DEVELOPMENT TEST
(GED) FACT SHEET

WHAT IS THE GED TEST?

The GED Test is a battery of five separate tests that covers the following general areas:

TEST ONE — WRITING SKILLS (Time Limit - 1 hour) 80 questions
This is a test of English as it usually is written. The test consists of spelling, capitalization and punctuation, usage, sentence structure, and logic and organization.

TEST TWO — SOCIAL STUDIES (Time Limit - 1 1/2 hours) 60 questions
This test measures background of general knowledge in the social studies and tests ability to understand the important meanings in what you see and read. Some of the questions are based on maps, charts, graphs, cartoons and short reading passages all related to the social studies.

TEST THREE — SCIENCE (Time Limit - 1 1/2 hours) 60 questions
This test measures your background of general knowledge in the natural sciences and your ability to find important meanings in what you read. Scratch paper will be provided for this test.

TEST FOUR — HEADING SKILLS (Time Limit - 1 hour) 40 questions
This test contains questions based on reading selections that may be from a newspaper, a magazine, a recipe, etc.

TEST FIVE — MATHEMATICS (Time Limit - 1 hour) 50 questions
This test contains problems in general arithmetic, fractions, and some geometry and algebra. Scratch paper will be provided for this test.

All questions are multiple choice and are answered on IBM score sheets. No essays or writing samples are required.

AM I ELIGIBLE TO TAKE THE GED TEST?

If you meet the following qualifications, you may take the test:

A. You are 18 years of age or older.
B. You have been out of high school as a regular, full-time student for at least one full year.
C. You have resided in Indiana a minimum of 30 days immediately preceding testing.
D. You have NOT earned a high school diploma.

HOW DO I APPLY TO TAKE THE GED TEST?

Appointments to take the test may be made by calling 337-7264. The test is given Monday through Friday during regular office hours.

WHERE IS THE TEST GIVEN?

The test is given in Room 126, School of Education Building of Indiana University, Third and Jordan streets, Bloomington, Indiana.

HOW LONG DO I HAVE TO COMPLETE THE GED TEST?

You may complete the test in one day or take as long as five weeks to finish the five sub-tests.

HOW MUCH DOES THE TEST COST?

The test costs $10.00, payable at the time you take the first sub-test. Payment must be made in cash; checks will not be accepted.

WHAT SHOULD I BRING TO THE TESTING ROOM?

Bring a pencil, identification, and $10.00 in cash. No dictionaries, calculators, or other aides will be allowed.

CAN I STUDY FOR THE GED TEST?

Yes. The MCCSC Adult Basic Education Program is held on Monday and Tuesday evenings from 6:00 to 9:00. Classes are held at Binford Middle School on East Second Street. The classes are free and are for anyone who has not earned a high school diploma. For more information, call 336-6831 any weekday afternoon.

You may wish to study on your own. There are many self-study books on the GED Test. These books are available at most bookstores and cost under $10.00. They are usually titled something like, How to Prepare for the High School Equivalency Exam. GED self-study books are usually available from public libraries, also. The Bureau of Evaluative Studies and Testing has a limited number of these books for check-out.

WHAT IF I FAIL THE GED TEST?

You may retake the necessary sub test/s after 30 or 90 days, depending on your score.

DO I GET A REGULAR DIPLOMA IF I PASS THE GED TEST?

No. Regular high school diplomas are not issued to people on the basis of passing the GED Test. You will be able to get an equivalency certificate called the High School Equivalency Certificate from either the high school you last attended or from the high school in the district where you now live.

Math Books	Start	Completed	Math Handouts
Steps to Mathematics			
Book 1			
Steps to Mathematics			
Book 2			
Pentagon			
Hexagon			
Heptagon			
Refresher			
Octagon			
Algebra			

Reading	Start	Completed	Skills Needed or Book Placement
(ABLE score_____)			
Test 4			
5			
6			
7			
8			
9			
10			
11			
CB #1			
CB #2			

English	Start	Completed	Skills Needed or Book Placement
Mott Pretest			
1600			
1608			
1609			
1610			
Mott Pretest			
1900			
1911			English Handouts
1912			
1913			
1914			
CB #1			
CB #2			

Vocabulary (Inventory Scores ___ ___ ___)	Start	Completed
Base		
Wordcraft I		
Wordcraft II		
Wordcraft III		

Pre-GED Tests Scores

English_____

Literature_____

Social Studies_____

Science_____

Math_____

PRESCRIPTION SHEET
(See Taxonomy)

Deficient Skill	Reading Step Test Number	Name of Material	Page Number	Date Begun	Date Completed

END of the UNIT REPORT
(A.B.E. 2s)

Term: Sum F W Sp (circle one)

Starting date:_____

Ending date:_____

Course Title (B)	Total Hours Instr. (C)	Eligible Adult Non-graduates			Grad. Registered (G)	Name of Instructor (H)	Actual Cost (I)
		Total Registered (D)	With 12 Contact Hours* (E)	Total Contact Hours (F)			

1. Total number of completed units _____
   a) Level I, Phase I (0-4) _____
   b) Level I, Phase II (5-8) _____
   c) Level II/G.E.D. (9-12) _____
   d) Mixed Levels _____
   e) English as a Second Language/Bilingual _____
2. Total Enrollment (eligible non-grads (Column E) _____
3. Total hrs. instruction (Column C) _____
4. Number of individual participants (Eligible non-grads) _____
5. Total registered (Column D,G) _____
   a) Adult non-graduates (D) _____
   b) Graduates (G) _____
6. Total contact hours (Column F) _____
7. Total cost (instructor's only) (Column I) _____
8. Cost per hour of instruction Line 7 * Line 3 _____
9. Cost per enrolled non-grad Line 7 + Line 2 _____
10. Cost per Student contact hour Line 7 + Line 6 _____
11. Total funds collected through fees/tuition _____

INSTRUCTION:

1. List each teacher individually
2. Due date is one calendar week after the ending date of the unit.
3. Do <u>not</u> omit any information on the form

Indiana Department of Public Instruction
Harold H. Negley, Superintendent

Adult Education Quarterly Program Report
A Cumulative Program Report

Report for the Quarter Ending _____, 19___ Program No._____

Report of _____
Program Site and Type of Class (Mixed Basic, APL, ESL)

Part I - Units of Instruction
(units approved for state reimbursement)

Units of Instruction completed _____

Enrollment within all completed units of instruction _____

Part II - Student Contact Hours

Level I - The following is a categorization of Level I students:

Phase I - Students who enter the program at grades 0-4.

Number of students registered_____
Number of students enrolled_____

Phase II - Students who enter the program at grades 5-8.

Number of students registered _____
Number of students enrolled_____

APL I & II - Students who scored as an APL I or II on an Adult Performance Level Survey.

Number of students registered_____
Number of students enrolled_____

ESL - Students whose primary objective is to learn English as a second language.

Number of students registered_____
Number of students enrolled_____

Total Level I Contact Hours _____

ABE 13
DPI 8/79

Level II - The following is a categorization of Level II students:

Level II - Students entered the program at grades 9-12.

Number of students registered _____
Number of students enrolled _____

APL II - Students who scored as an APL III on an Adult Performance Level Survey

Number of students registered _____
Number of students enrolled _____

Total Level II Contact Hours _____

Part III - Progress/Modification of Program Plan

Report on progress toward meeting objectives outlined in the program proposal. This should include any priorities or expenditures anticipated in July which have changed.

1. Recruitment

2. Interagency Arrangements

3. Teaching Methods, Objectives and Materials

4. Establishment of Classes

5. Support Services

6. Staff Development

7. Administration

ABE 13A

_____
Teacher

THE END

ADULT EDUCATION ANNUAL PERFORMANCE REPORT

Table 1

Table 1 is concerned with various characteristics of the pupulation served. Only students that completed 12 or more hours should be reported here.

TABLE 1

Table 1. Number of Participants by Race, Selected Ethnic Groups, Age and Sex											
Age	American Indian or Alaskan Native		Black		Asian or Pacific Islander		Hispanic		Other Individuals Not Included in Columns (b) thru (i)		TOTAL Columns (a) thru (k)
(a)	Male (b)	Female (c)	Male (d)	Female (e)	Male (f)	Female (g)	Male (h)	Female (i)	Male (j)	Female (k)	(l)
1. 16-44	M1a	F1a	M1b	F1b	M1c	F1c	M1d	F1d	M1e	F1e	
2. 45-64	M2a	F2a	M2b	F2b	M2c	F2c	M2d	F2d	M2b	F2e	
3. 65 plus	M3a	F3a	M3b	F3b	M3c	F3c	M3d	F3d	M3e	F3e	
4. TOTAL											

TABLE 2

TABLE 2. PARTICIPANT PROGRESS AND SEPARATION DATA BY INSTRUCTIONAL LEVEL

PART A. NUMBER OF PARTICIPANTS

Instructional Level (a)	Total Number of Enrollees (Unduplicated count) (b)	Number Completed Each Level (Unduplicated count) (c)	Number Separated From Each Level (Unduplicated count) (d)	
1. Level I	1 b	1 c	1 d	
2. Level II	2 b	2 c	2 d	
3.	3 b	3 c	3 d	
4. TOTAL				

PART B. REASONS FOR SEPARATION (Give the number of separations)

1. To take a job (unemployed when entered program)	1	8. Because of child care problems	8
		9. Because of family problems	9
2. To take a better job (employed when entered program)	2	10. Because of time class program is scheduled	10
3. To enter another training program	3	11. For other known reasons (specify)	11
4. Met personal objective	4		
5. For lack of interest	5		
6. Because of health problems	6	12. For unknown reasons	12
7. Because of transportation problems	7	13. TOTAL	

OE Form 365-1 12/76

Replaces OE Form 365-1 5/75 which is obsolete

R-5

ADULT EDUCATION ANNUAL PERFORMANCE REPORT

TABLE 5

Table 5 requests a variety of information concerning the individuals enrolled in the adult education program.

TABLE 5. STATE ADULT EDUCATION PROGRAM IMPACT DATA			
PERSONS WHO -	No. of Persons	PERSONS WHO -	No. of Persons
1. Are enrolled in an urban Adult Basic and Secondary Education Program (community population over 100,000)	1	12. Were removed from public assistance rolls	12
2. Are enrolled in a rural Adult Basic and Secondary Education Program (community population under 2,500)	2	13. Obtained jobs as a result of experience gained in program	13
3. Are on waiting lists to enter program	3	14. Changed to or were upgraded to a better job as a result of experience in program	14
4. Completed Adult Basic and Secondary Education Program through eighth grade	4	15. Registered to vote for the first time	15
5. Enrolled in Adult Secondary Education after completing Adult Basic Education	5	16. Received U.S. citizenship	16
6. Passed general education development test	6	17. Received driver's license	17
7. Graduated from Adult Secondary Education after starting in Adult Basic Education	7	18. Received training in completing income tax forms	18
8. Enrolled in other education/training program (employee development, community college, junior college, four-year college, business or technical institute, correspondence, other federal, state or local manpower program as result of experience in program)	8	19. Are enrolled in Adult Basic Education Programs that were established for institutionalized persons	19
		20. Separated from Adult Basic Education Programs that were established for institutionalized persons	20
		21. Are enrolled in Adult Secondary Education Programs that were established for institutionalized persons	21
9. Are enrolled in program who are employed	9	22. Separated from Adult Secondary Education Programs for institutionalized persons	22
10. Are enrolled in program who are umemployed	10	23. Are enrolled in programs for persons of limited English-speaking ability	23
11. Are enrolled in program who are receiving public assistance	11	24. Separated from programs for persons of limited English-speaking ability	24

Director's Signature: _____ Date: _____

A complete copy of the Annual Performance Report can be obtained from the Indiana Department of Public Instruction.

ADULT EDUCATION ANNUAL PERFORMANCE REPORT

Indiana Department of Public Instruction
Dr. Harold H. Negley, State Superintendent
Room 229 State House
Indianapolis, Indiana 46204

School Corporation_____

Time Period: From:_____To:_____

Type of Funding:

CHECK ONLY ONE (see instruction sheet if more than one applies).

_____ Federal Funds Only

_____ State and Federal Funds

_____ State Funds Only

It is important that the information on this report be accurate. This data is used to assess the impact of the adult education program at the local, state, and federal levels. If accurate, this report is a meaningful program profile.

THE END

Maintenance of records

The record-keeping system described as follows was developed by the Bloomington program after numerous discussions were held with teachers and directors of other programs. The entire record-keeping system is intended to minimize time spent in filing end-of-unit, cumulative quarterly, and annual performance reports; at the same time, the specific needs of the Bloomington teachers were carefully considered.

If you decide to implement a record-keeping approach similar to the one described, you may wish to contact the Bloomington staff for a thorough explanation and demonstration.

A sample first page, using fictitious names, is found in Appendix A. References to the sample page are in parenthesis (Ex: Item 1). Ease in locating information is accomplished through the use of color. You will need at least five colors of ink or felt pen. You will use one color (orange) to trace the student's name when he becomes enrolled. The entire name of a high school graduate is colored over with a different color (yellow). Another color ink is also used to indicate the level of each student. For example: Level I_1--blue; Level I_2--orange; Level II--purple; ESL--green. One color (purple) is used to give sex, age, and race information (Item 2). Another color (green) is used for separation information 1-12 (Item 3). Another color (pink) is used for impact data 1-25 (Item 4).

An aide performs the record-keeping in Bloomington. Teachers gather all necessary information from the registration form (p.OM-2) and a 3 x 5 card on the student's first day in class, and from the attendance sheet used daily (p.OM-1). The following information is requested on the 3 x 5 card:

Date:
Name:
Address:
Age:
Race:
Public assistance?
Employed?

All information is confidential, and for reporting purposes required by the State.

RECORD-KEEPING

1. Each student signs the attendance sheet daily, indicating time in and time out.

2. A Wilson-Jones Columnar pad G7225 is recommended for a nine month or year-round class.

3. Use one ledger book per class.

4. Use one ledger sheet for each letter of the alphabet.

5. Write each new student name in pencil on the appropriate ledger sheet as each new student registers. Number each student. (Item 1)

6. Attendance information is recorded daily into the ledger. Each page is totaled at the bottom of the column and a daily total for the class is written on the last page with the number of students attending.

7. As a student becomes enrolled, trace the student's name in ink or felt pen.

8. If a student is a high school graduate, color in the entire box containing the student's name.

9. (Item 2)
   Write the age, sex, and nationality information as required in Table 1 of the Annual Performance Report (APR). See page R-4-7 of PAM.

10. (Item 3)-Separation information 1-12
    When it is determined that a student will not return to class, reason for separation is indicated. See Table 2 Part B of the APR; page R-5 in PAM.

11. (Item 4)-Impact Data 1-24
    Information required in Table 5 of the APR is recorded as it becomes available. See Table 5, page R-6 of PAM.

12. (Item 5)--Level
    Write the student's level, as determined by the Level Sheet, page RK-5 of PAM.

13. As each unit of instruction is completed and the forms filed, the information is recorded on the last ledger page and a felt line is drawn on each page after the last date of the unit. (Item 7)

14. As each quarter is completed and the forms filed, the information is recorded on the last ledger page and a double felt line is drawn on each page after the last date of the quarter. (Item 6)

15. As a new unit begins, each student attending is assigned a new number. (Item 8).

16. For each unit, an E is placed next to the felt line as each student becomes enrolled. (Item 8)

17. On the first page of the ledger, a daily record contains the following information:

Number of registered students for year_____
Number of enrolled students for year_____
Number of registered students for unit_____
Number of enrolled students for unit_____

APPENDIX A
SAMPLE PAGE

Registered for year_____
Enrolled for year_____

Registered for unit_____
Enrolled for unit_____

Item 1 Name	Item 2 Sex	Item 3 Age	Race	Item 4 separation	Impact	Item 5 level	9-2	9-3	9-4	9-8	9-9	9-10	9-11	9-15	9-16	9-17	9-18	9-23	9-24	Item 7 9-25	9-29	9-30	10-1	10-2	10-6	10-7	10-8	10-9	10-13	10-14	10-15	10-16	Item 6	Item 8 10-20	10-21	10-22	10-23	10-27	10-28	10-29	10-30	11-3	11-5	11-6	11-10
① Addison, Jill	F	28	3		I2		3	2	3				3																				⑤												
③ Andis, Sue	F	3e			I2									3	3	3		3	3	3	2		3	3		2	2	3	2		3	2	⑤	E	2	3	3	2		2	3		3	
② Arnold, Pete	M	1e			I1		3	3	3	3				2	3	3	3		2		1											⑤	E	2	3	3	2		2			3	2	2
④ Arthur, Ted	M	1e			I2		3		3					3		3		3		3		3			3		2		2			⑤	3		3					3				
⑤ artist, Sue	F	1b			I1																3	3	3	2	2	3		3	2	3	3	⑤	E		3	3	3				3	3	2	

6 5 8 6 3 5 3 | 3 8 6 9 3 3 8 | 6 4 6 | 5 5 6 | 2 2 5 5 2 8 5 | 9 3 6 1 1 5 7 | 3 - 8 9 2 2 5

RK-4

CUBE LEVEL PLACEMENT

Step #	Reading Grade	Text	English Text	Vocabulary Text	Math Text	
1	0	Various	Various	Various	None	Level 1 Phase 1
2	1	Various	Various	Various	Steps to Math 1 Number Power	
3	2	Various	Various	Various	Steps to Math 1 Number Power	
4	3	Various	Various	Various	Steps to Math 2 Number Power	
5	4	Various	Various	Various	Steps to Math 2 Number Power	
6	5	Various	Mott 1607-1608	Various	Pentagon	Level I Phase II
7	6	Various	Mott 1609-1610	Various	Pentagon	
8	7	Various	Mott 1911-1912	BASE	Hexagon	
9	8	Various	Mott 1914 Skills in Eng. 1	Wordcraft 1 & 2	Heptagon	
10	9	Various	Skills in Eng. 2	Wordcraft 3	Algebra & Geometry	Level II

ABLE scores & placement into reading steps:

70-100	Step 10
65-70	Step 9
60-65	Step 8
55-60	Step 7
50-55	Step 6
45-50	Step 5
40 & below	Step 4

5-RR

STUDENT RETENTION/RECRUITMENT

This section provides a contract a teacher may wish to use to maximize student use of time in the classroom. This section also provides sample follow-up notes to the student.

We realize that a variety of methods is presently used to retain students. And we feel the teacher should use the method(s) (s)he is most comfortable with and is most effective in using in retaining students.

Follow-up of students is done at the discretion of the teacher. At times it appears appropriate for the teacher to do the follow-up. In some cases, it is more desirable for someone other than a teacher to perform the task. Some teachers prefer phoning students, while others prefer notes or cards.

An aide can be instructed to send a follow-up note after a student misses a class a given number of times. If the student fails to return to class, a second note can be sent within two weeks, or a phone call can be made.

The following are just some of the many types of notes used to recruit and retain sutdents. The contract on pages 1-5 may be used with paid students or with students needing a daily or weekly sense of task completion.

Student's Name: _____

The GED should be completed by: (date) _____

So that the student can: (goal description) _____

_____

_____

The student's instructional contract should include:

Math skills beyond basic skills:	yes	no preference
Advanced skills for high G.E.D. scores:	yes	no preference

Other: _____

_____

_____

Person requesting information: _____

Address: (name of program) _____

(street) _____

(city) _____ (state) _____ (zip) _____

Phone number: _____

Instructional Contract - Part 1 of 3 parts

Student's Name: _____

G.E.D. to be completed by: (date) _____

Date this form being completed: _____

Number of months available for G.E.D. Instruction : _____

Month: _____
(date completed)
reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____
vocabulary
_____ goal: _____

Month: _____
(date completed)
reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____
vocabulary
_____ goal: _____

Month: _____
(date completed)
reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____
vocabulary
_____ goal: _____

Month: _____
(date completed)
reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____
vocabulary
_____ goal: _____

Month: _____
(date completed)
reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____
vocabulary
_____ goal: _____

Month: _____
(date completed)
reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____
vocabulary
_____ goal: _____

Month: _____
(date completed)
reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____

Month: _____
(date completed)
reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____

Student's Name _____

(Circle one for each week)

Reading:

Week 1 _____ Completed: Yes No
Date Assignment

2 _____ Completed: Yes No
Date Assignment

3 _____ Completed: Yes No
Date Assignment

4 _____ Completed: Yes No
Date Assignment

5 _____ Completed: Yes No
Date Assignment

English:

Week 1 _____ Completed: Yes No
Date Assignment

2 _____ Completed: Yes No
Date Assignment

3 _____ Completed: Yes No
Date Assignment

4 _____ Completed: Yes No
Date Assignment

5 _____ Completed: Yes No
Date Assignment

M[redacted]

Week 1 _____ Completed: Yes No
Date Assignment

2 _____ Completed: Yes No
Date Assignment

3 _____ Completed: Yes No
Date Assignment

4 _____ Completed: Yes No
Date Assignment

5 _____ Completed: Yes No
Date Assignment

Vocabulary:

Week 1 _____ Completed: Yes No
Date Assignment

2 _____ Completed: Yes No
Date Assignment

3 _____ Completed: Yes No
Date Assignment

4 _____ Completed: Yes No
Date Assignment

5 _____ Completed: Yes No
Date Assignment

Please use reverse side for Staff Notes

Instructional Contract - Part 3 of 3 parts

Month: _____
(date completed)

reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____
vocabulary
_____ goal: _____

Month: _____
(date completed)

reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____
vocabulary
_____ goal: _____

Month: _____
(date completed)

reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____
vocabulary
_____ goal: _____

Month: _____
(date completed)

reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____
vocabulary
_____ goal: _____

Month: _____
(date completed)

reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____
vocabulary
_____ goal: _____

Month: _____
(date completed)

reading
_____ goal: _____
math
_____ goal: _____
English
_____ goal: _____
vocabulary
_____ goal: _____

SITE: _____

****

Student's Name_____

Report requested by _____ at _____

Months: Sept. Oct. Nov. Dec. Jan. Feb. March April May June July Aug.

(Circle starting month and cross off each sequential month when the progress report has been completed.)

- - - -

Nothing seems right

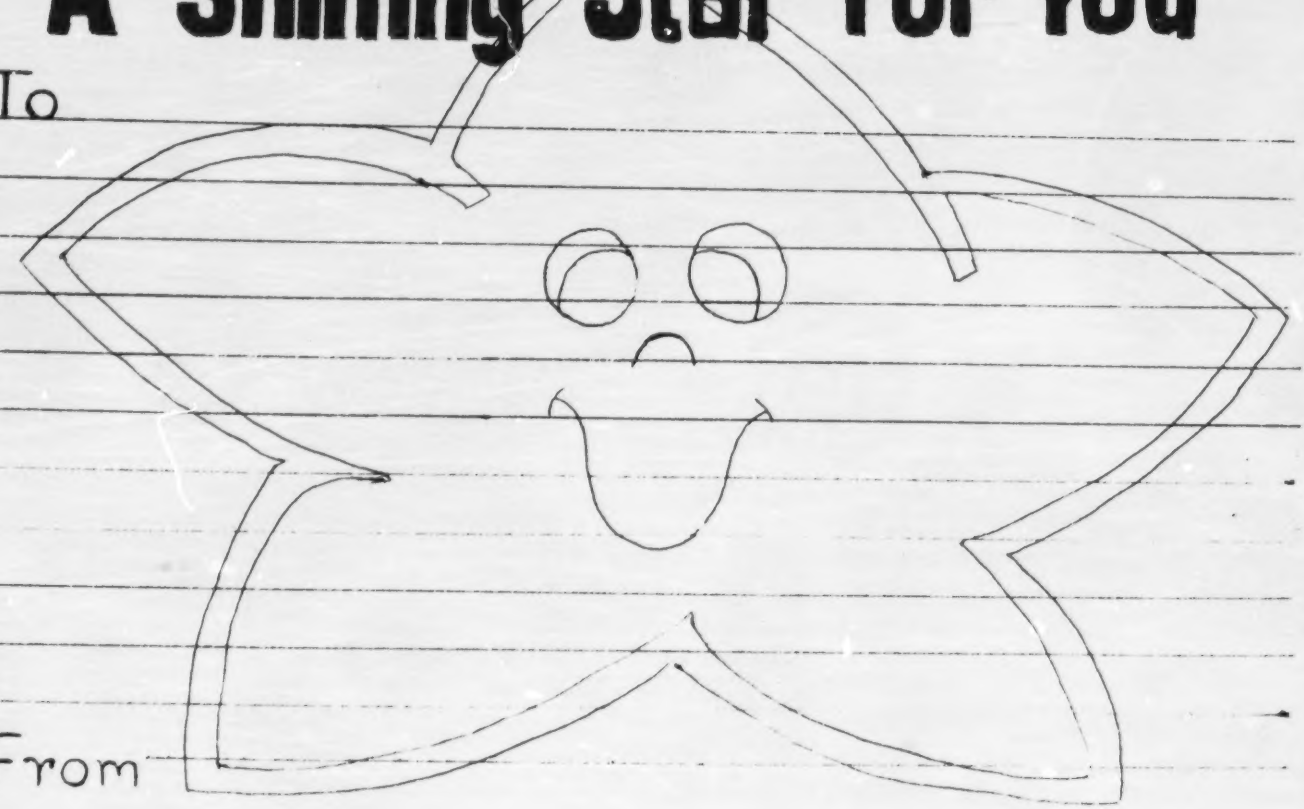
when you're
not around.

There's some hocus-pocus
going on here

because
you vanished
without a
trace.

A Shining Star For You

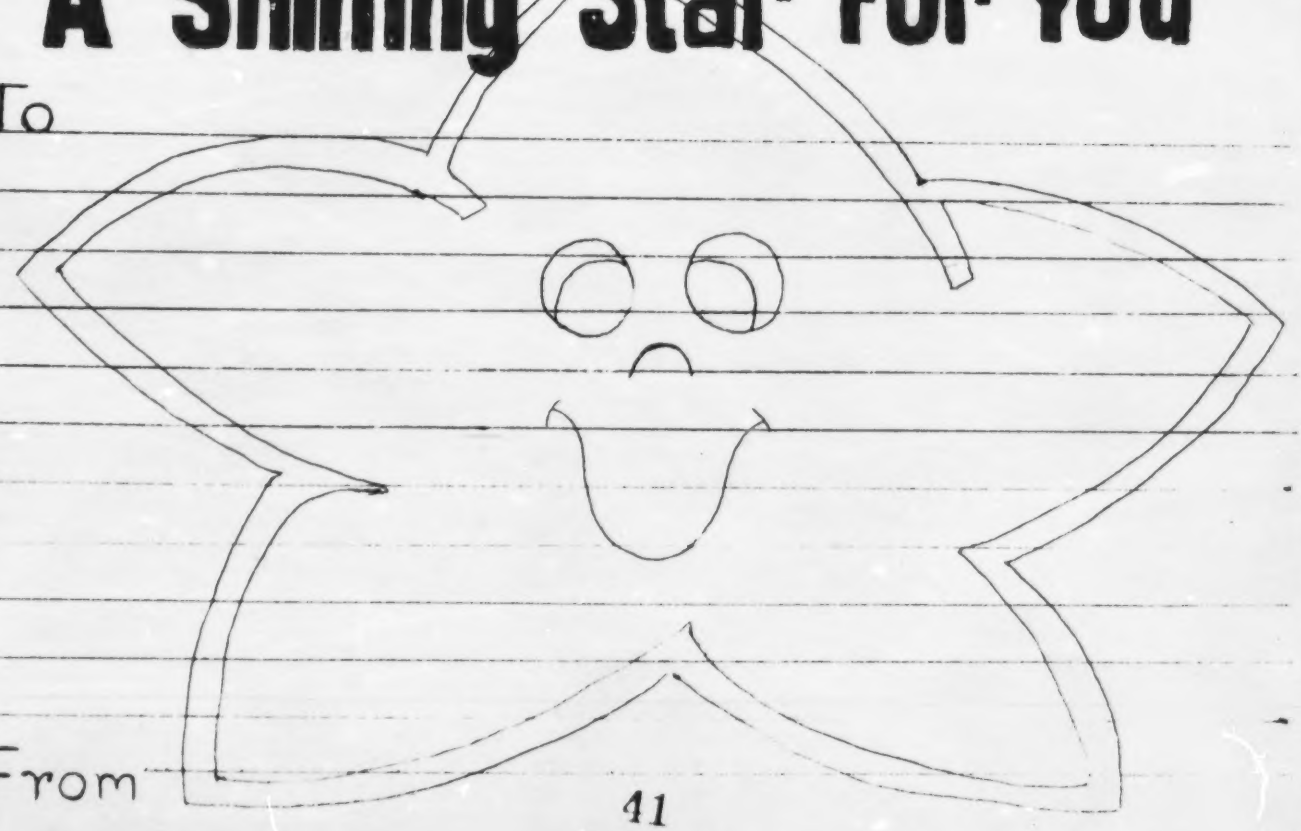
To



From

A Shining Star For You

To



From

Dear _____,

Dog gone! Can't even make it to class! Have you been: (check one below)

- ☐ without transportation
- ☐ ill
- ☐ working
- ☐ needing a babysitter
- ☐ just too busy to care about studying

We have missed you in class. Come on back or let us know what is happening with you.

Your teachers,

Looking for---

FREE CLASSES

IT'S TIME....

CaLL
336-6831

MATH

READING

ENGLISH

FREE

Adult Education Classes

(mccsc)

Unionville School-Mon. & Thurs.

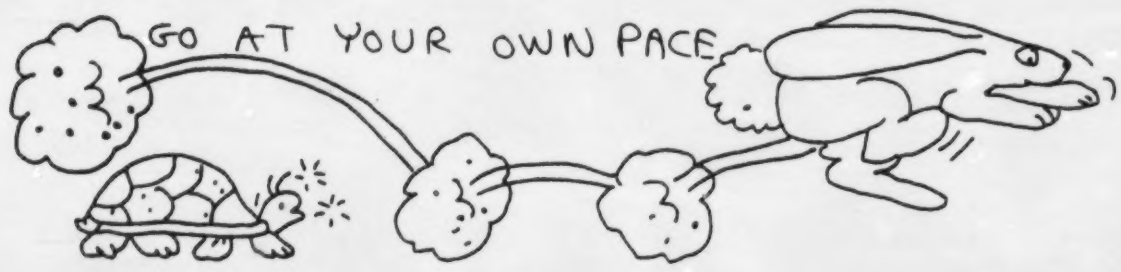
6:30 - 9:00 P.M.

Hope to see you there!

For more information call 336-6831.

GED

(GENERAL EDUCATIONAL DEVELOPMENT)



All kinds of people come back to SCHOOL,

ADULT BASIC EDUCATION

ADULT BASIC EDUCATION is a program designed to help adults improve their basic educational and living skills. The program was established for adults (16 years and older) who have not completed high school and would like to:

- -learn to read and write
- -improve math skills
- -be able to fill out forms and applications
- -study for GED test
- -learn English as a second language

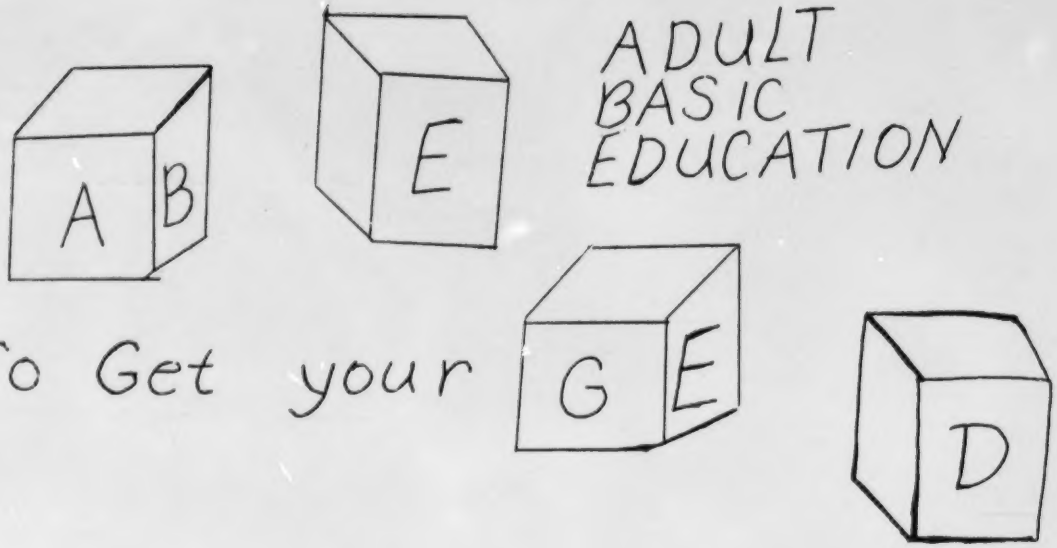
There is morning, afternoon and evening instruction in several locations in Monroe County. The classes are FREE. You can start any time a class is in session; THERE IS NO PRE REGISTRATION REQUIRED.

SCHEDULE

LOCATION	DAY	TIME
Fairview Elementary School Room 214	M,T,W,Th	8:30-11:30am
	T & W	5:30-8:30 pm
English as a Second Language	M,T,W,Th	12:00-3:00pm
Kirksville Community Center	M & Th	6:00-8:30pm
Stinesville Elementary School	M & Th	6:00-8:30pm
Unionville Elementary School	M & Th	
Christian Center(Senior Citizens	M & W	12:00-3:00pm
Youth Shelter	M,T,W,Th,F	8:30-11:30am

Holidays: spring break - week of March 22, 1981
Friday April 23, Monday May 24

It's as easy as



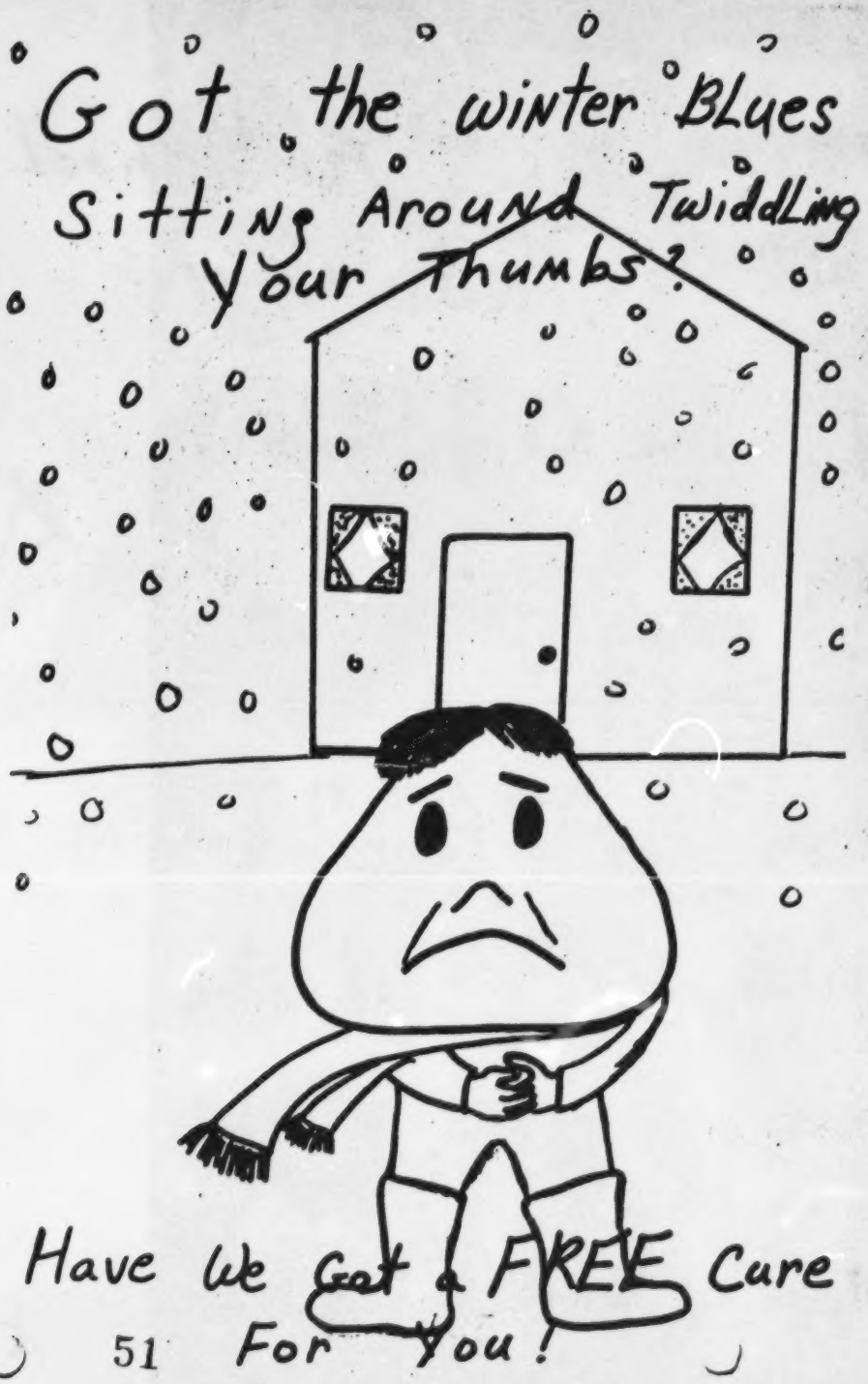
BE A HIGH SCHOOL GRADUATE: JOIN YOUR FRIENDS IN GED CLASSES AT FAIRVIEW SCHOOL. MAKE 1981 YOUR GRADUATION DATE. CLASSES AND BOOKS ARE FREE. LEARNING IS SELF-PACED, BUT TEACHERS ARE THERE TO HELP YOU WHEN YOU NEED IT. REGISTER DURING ANY CLASS DAY OR NIGHT. STAY AS LITTLE OR AS LONG AS YOU WANT. SET YOUR OWN ATTENDANCE PATTERN. READING PROBLEMS? MATH PROBLEMS? WE'RE THERE TO HELP. WE'LL BE LOOKING FOR YOU.

"Just jogging" your memory-
We have missed you in class.
Are you: (Check one below)

- ☐ Too tired to care about studying
- ☐ "Running" so fast you can't stop for a study break
- ☐ Involved in other things
- ☐ Ill
- ☐ Planning on coming back soon

Get back on track, and come on back!
But let us know what is happening with you.
We've missed you.

Your teachers


Got the winter Blues
Sitting Around Twiddling
Your Thumbs?
Have We Got a FREE Cure
For You!

Go Back to School So You Can:

1. Finish high school--get your GED.
2. Improve your reading--who knows what's waiting for you on the shelf?
3. Improve your writing--learn to say what you mean.
4. Improve your math skills--figure what you have and what you want to get.
5. Get a job.
6. Get out of a rut!

MCCSC A.B.E.* CLASSES ARE FOR YOU WHENEVER YOU'RE READY--JUST WALK IN!

M, T, W, THURS. 8:30--11:30
T, W 5:30---8:30
Fairview Elementary School, Room 214
627 W. 8th Street

M, W 12:00--3:00
(Senior Citizens) Christian Center

CALL 336-6831--ADULT BASIC EDUCATION--for more information.

GET THE JUMP ON SPRING AND START USING YOUR THUMBS!

BE PART OF MCCSC'S FIRST ABE GRADUATION CEREMONY IN MAY!!

AT A FREE A.B.E. CLASS YOU WILL FIND:

1. Friendly, concerned teachers
2. Small, informal classes
3. Books and materials picked just for you!
4. A chance to start again.

AND

NO WINTER BLUES!!

IC Adult Education
3901 Kinser Pike
Bloomington, IN. 47401

I F Y O U :

*Work during the day

*Can't get going until after the sun goes down

*Depend on your mate to babysit during the evenings so you can get out

*Want to finish high school (GED) or just improve your basic skills- reading, writing, math

*Need better job skills

*Prefer something more than "Name That Tune" (and you can still make it home for "Three's Company"!)

T H E N . . . . . .

M C C S C A D U L T B A S I C

E D U C A T I O N (A B E)

N I G H T C L A S S E S

Are for Y O U and they are F R E E !

Tuesday & Wednesday Evenings

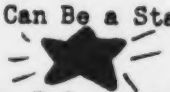
5:30 - 8:30 P. M.

Fairview Elementary School

627 W. 8th Street

Room 214

Y O U Can Be a Star, Too!



For More Information, Call:
Adult Education
336-6831

Copies of the GED Practice Test can be obtained for $1.25 each from:

General Educational Development
American Council on Education

1 Dupont Circle

Washington, D.C. 20036

Warming Up For The GED, by Chuck Herring, is recommended for students who need to psychologically adjust to taking the GED. The book can be obtained from:

GED Institute

Star Route

Waterville, Washington 98858

EVALUATION OF ABLE TEST

TEST: Adult Basic Learning Examination (ABLE)

AUTHOR: Bjorn Karlsen, Richard Madden, and Eric F. Gardner

PUBLISHER: Psychological Corporation

COPYRIGHT: 1971

PURPOSE: to determine general educational level and evaluate programs used to raise their level. The test covers five subject areas and may be used for all or part of an evaluation in a particular area.

LEVELS: I (grades 1-4); II (grades 5-8); III (grades 9-12)

ADMINISTRATION*: (include advantages and disadvantages) Test manual, IBM answer sheets, teacher-scored very quickly and accurately with scoring grid. Directions must be repeated each time a new student enters the program. Test booklets are re-usable.

COST: Level I: $22.50 per 35 tests; Level II: $23.50 per set; Level III: $23.75 per set; $3.00 per set answer sheets; $2.00 set of score grids.

NORMS*: Publisher recommends use of local norms.

RELIABILITY*: 70's with Stanford Achievement Test (Buros, 7th MMY).

VALIDITY*: No exact figures available but most evaluators thought it did measure what it purported to.

EVALUATION*: (Hieronymus, 7th MMY, 3): Well organized and complete, appropriate for the target group. Some reservations about the procedure used in the reading test (selecting a word to fit a given context). Recommends it over other adult achievement tests. used (Fry, 7th MMY, 3): Would prefer to use achievement tests used in public schools to save the taxpayers money. No real quarrel with the ABLE test, however.

(Hall, 7th MMY, 4): Appears promising for purpose for which it was developed, but cannot be fully assessed or realized because of inadequate empirical evidence.

PURPOSE

In order to obtain a G.E.D. (General Education Development) certificate, a stated goal of most students in the Adult Basic Education program, a person must be able to read beyond a functional level to qualify for the pre-G.E.D. curriculum. Anyone falling below a functional reading level is placed in a special reading program and/or is individually tutored until he is able to move into the pre-G.E.D. material if he chooses to.

For the considerations of the A.B.E. program, functional reading level will refer to those skills which enable a person to read and understand everyday material such as signs, recipes, simple directions, advertisements, local or high interest news items, labels, or short narrative passages and books. In order to handle material from five different content areas (grammar, social studies, physical science, reading and math), a student should show reading attainment beyond the functional level. He will need to know how to read from a variety of material to pick out factual information, draw conclusions and make inferences. Since his ability is being compared to the educational attainment of a high school student (The G.E.D. equivalency), it is appropriate for him to have these skills.

CRITERIA

1. Is the test designed for adult use?

   a. Are the test items appropriate for their interests and experience?

   b. Was the test devised with the A.B.E. student's probable educational background in mind?

2. Does the test contain items that the student is familiar with (everyday situations?

3. Is the test language easily understood (no $2 words when 50 cent ones will do)?

4. Is it constructed to show respect for the adult learner's particular situation? Does it present adult material in a primary-grade way?

5. Do the questions elicit responses beyond factual-type answers (making inferences and drawing conclusions, too)?

6. Does the test sample enough items to warrant trusting its results?

7. Is the test easy to administer and score?

8. Is it economically feasible?

9. Is it reliable? Can I count on the results to be fairly consistent?

DESCRIPTION

The Adult Basic Learning Examination (ABLE) is a test designed to give achievement levels of performance in five areas for adults who have not completed high school (12th grade). Because I am interested in knowing the reading level only, I will describe that particular section to the exclusion of the other four.

The test is given on three different levels: I (grades 1-4); II (grades 5-8); and III (grades 9-12). A preliminary screeing test, SelectABLE, is given to determine which level a student takes. The reading test itself can be timed, although this is not essential according to the manual. A student reads a passage of material that is based on adult everyday life, then answers questions over it, completing a sentence with the correct word. There is also a section covering the newspaper at the end of the test. The student responds to this material the same way. The questions require factual, interpretive, and conclusive responses. This meets very nicely with my purpose for evaluating the level on which a student can read and his liklihood of success with the pre-G.E.D. material we offer.

The publishers of the test recommend that it be locally norm-referenced. It has a reliability rate in the 70's with the Stanford Achievement Test, an acceptable and average correlation. It is valid, as far as I can determine, and according to the evaluations in Buros, although there were no mathematical figures available on this.

EVALUATION

The ABLE test for adult learners appears to be the most reliable and well-constructed one available in this fairly small area of education at present. Of primary importance in such a test is that is be appropriate for the adult's background and interests. Achievement, to some extent, depends on this. The ABLE test is made up of material concerned with everyday adult life-washing machines, vacuum cleaners, car repairs, time payment plans, newspaper articles, etc. As well as being relevant to their lives, it draws on their experiences.

Language construction is clear and concise, drawing on vocabulary the student might have had some experience with or providing enough context clues to grasp the meaning. Sentence structure is neither insultingly simple nor elusively complex.

The questions on this test require higher level thinking than merely picking out information from the passage: questions such as, "A good title for this selection would be_____(4 choices offered)"; and "From the information given, we can expect that prices will _____(4 choices)." Students will need to read critically to handle the material in the pre-G.E.D. program.

There are 60 questions on the reading section of the ABLE test--45 over reading passages and 15 over the newspaper articles. This number seems adequate for sampling the reading achievement of adult students. The test results are given as both a raw score and a percentile ranking. It has a reliability figure in the 70's (compared to the Stanford Achievement Test), so the ABLE test could be given with confidence.

Anyone could give the ABLE test by reading the easy-to-follow directions in the manual. Scoring is even simpler--you just put a grid over the answer sheet and the number of correct answers appears in the holes. There is a chart for converting the raw score into a percentile. Once a set of answer sheets has

been purchased, they could be copied by your own program to avoid the publisher's cost for extra ones. The test booklets are re-usable. After acquiring a complete set of tests, there is really no further cost in using them.

The ABLE test would seem, then, to be a reliable, practical, and valuable instrument in obtaining reading achievement scores for adults who have not completed high school. It received generally favorable evaluations in the Buros yearbook and has been around five years--a mark of durability and workability in the adult education program. I would feel comfortable using it.

*This report was prepared by Sherry D. Dick of the Bloomington Adult Education program and the CUBE project to assist teachers in making decisions about using the ABLE test and for making decisions about using any test given to adult students (see "Criteria," p. 3).

THE END

Division of Adult and Community Education
Indiana Department of Public Instruction
Harold H. Negley, Superintendent

CRITERIA FOR SELECTING ABE MATERIALS

1. Provides enjoyment as well as interesting and stimulating activities.
2. Provides for student responses.
3. Gives feedback on student responses (for example: built-in tests, answer keys, and learning exercises.)
4. Makes provisions for individual differences such as rate of learning and variety of interests.
5. Has extensive selections on each level.
6. Provides for adult interests and skills.
7. Teaches skills in a logical progression.
8. Has directions which are easy to follow.
9. Provides for integration of basic skills.
10. Has print that is large enough for comfortable reading with pictures and other illustrations.
11. Is available within the confines of the ABE budget.
12. Calls for interaction between teacher and student. (Be careful of some programmed materials. The ABE student needs interaction with the teacher on an individual basis. Many times, programmed materials are structured so that a student works several hours without assistance from the teacher.)
13. Provides publisher's recommended grade level. This is extremely helpful for placement purposes. However, a readability formula may be used to assess the level of specific materials. Once the teacher assesses materials using a readibility formula, he should compare this assessment to that of the publishers. Usually publishers determine a grade level by the capabilities of an average student on that particular grade level. For instance, materials listed on a 2.0 level by the publisher may be too difficult for a student who is on a 2.0 reading level by the teacher's reading placement).

From: A Practical Guide for the Adult Basic Education Instructor, by Leonard D. Lilley, Jr., and Johnsie S. Perkins

MATERIALS LIST

Note:

----All materials are listed with 1980 prices when possible.

--- The only consumable materials are the Math books and the BASE books. You may wish to make some Math books nonconsumable.

--- Although your order may vary, depending on your particular needs, the following is an order for an average group of 100 enrolled students. Separate answer keys are needed for most materials. Teachers' guides are also available for most materials.

TITLE	# of copies	UNIT PRICE	GROSS PRICE	PUBLISHING CODE
MATH				
Steps to Math I	10	1.68	16.80	1
Steps to Math II	10	1.68	16.80	1
Triangle	5	2.16	10.80	1
Rectangle	5	2.16	10.80	1
Pentagon	70	2.16	151.20	1
Hexagon	70	2.16	151.20	1
Heptagon	50	2.16	108.00	1
Octagon	20	2.16	43.20	1
Algebra	30	2.43	72.90	1
Refresher	15	2.43	36.43	1
Cyclo-teacher kit	1	104.50	104.50	2
Extra cyclo machines	2	27.00	54.00	2
READING				
Reading Attainment I (with cassettes)	1	226.00	226.00	3
Reading Attainment II (with cassettes)	1	226.00	226.00	3
Specific Skills (Elementary)	1	115.95	115.95	4
Specific Skills (Secondary)	1	89.95	89.95	4
Mott 301-304 Reading (Comprehension Series)	10 each	3.45each	138.00	5
Mott 601-604 Reading (Comprehension Series)	10 each	3.85each	154.00	5
Cambridge Skills in Reading I	20	3.90	78.00	6
Cambridge Skills in REading II	20	3.90	78.00	6
Sullivan Readers 1-2	5	3.60each	36.00	7
Sullivan Readers 3-8	15each	3.15each	283.50	7
Sullivan Teachers' Manuals 1-8	1each	9.42each(3)	28.26	7
Mott 1300	5	3.30	16.50	6
Mott 1301	5	4.00	20.00	6
Mott 1302-1306	5each	4.35each	108.75	6

TITLE	# of COPIES	UNIT PRICE	GROSS PRICE	PUBLISHING CODE
Target Blue (with cassettes and worksheets)	1	237.00	237.00	8
Target Yellow (with cassettes and worksheets)	1	237.00	237.00	8
Target Red (with cassettes and worksheets)	1	237.00	237.00	8
Target Purple (with cassettes and worksheets)	1	243.00	243.00	8
ENGLISH				
Mott 1607	15	4.55	68.25	5
Mott 1608	15	4.55	68.25	5
Mott 1609	15	4.55	68.25	5
Mott 1610	15	4.55	68.25	5
Mott 1911	15	4.55	68.25	5
Mott 1912	15	4.55	68.25	5
Mott 1913	15	4.55	68.25	5
Mott 1914	15	4.55	68.25	5
Cambridge Skills in Language I	15	3.90	58.50	6
Cambridge Skills in Language II	15	3.90	58.50	6
Cambridge Basic Skills in Grammar I	10	3.07	30.70	6
Cambridge Basic Skills in Grammar II	10	3.07	30.70	6
Answer keys Cambridge I	2	1.47	2.94	6
Answer keys Cambridge II	2	1.47	2.94	6
VOCABULARY				
Base tapes set	1	172.20	172.20	9
Base Teachers Manual	1	3.32	3.32	9
Base Student Books	10	3.32	33.20	9
*Wordcraft 1 filmstrips and cassettes	1	74.90	74.90	10
Wordcraft 1 books	15	2.50	37.50	10
*Wordcraft 2 filmstrips and cassettes	1	49.90	49.90	10
Wordcraft 2 books	15	2.50	37.50	10
*Wordcraft 3 filmstrips and cassettes	1	49.90	49.90	10
Wordcraft 3 books	15	2.50	37.50	10

*Optional

The initial purchase of materials is sizable if all the materials are obtained at the same time. A program may choose to implement the curriculum over a period of time, or implement only one or two areas of the curriculum.

PUBLISHING COMPANIES

1. Steck-Vaughn Company
   807 Brazos
   P.O. Box 2028
   Austin, Texas 78768

2. World Book Childcraft
   3738 West Michigan
   Indianapolis, Indiana 46204

3. L.S. Gelsey
   1426 Hull Avenue
   Westchester, Illinois 60153

4. Barnell Loft, Ltd.
   958 Church Street
   Baldwin, New York 11510

5. Allied Education Council
   Distribution Center
   P.O. Box 78
   Galien, Michigan 49113

6. Cambridge Basic Skills Company
   888 Seventh Avenue
   New York, N.Y. 10019

7. McGraw-Hill Book Co.
   Adult Education Services
   S1
   Hightstown/Princeton Road
   Hightstown, New Jersey 08520
   (314) 227-1600 Ex. 423

8. Addison-Wesley
   2725 Sand Hill Road
   Menlo Park, California 94025

9. The Economy Co.
   Individualized Instruction Inc.
   P.O. Box 68502
   5455 West 84th Street
   Indianapolis, Indiana 46268

10. Filmcraft Audio Visuals
    5323 West 86th Street
    Indianapolis, Indiana 46268